Designing a CTA Programme

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In January 2018 I led a Training Endorsement Workshop (TEW) in India on behalf of the International Board of Certification (IBOC). As part of the requirements of a TEW, the participants are required to produce a Training Proposal Outline, within which they provide the details of how they are proposing to run their TA training programme for those who want to qualify as Certified Transactional Analysts (CTA).

This article is based on what I included in my presentation for this. Some of what follows are my personal views and are intended to be challenging as I think it is important that anyone providing TA training needs to have considered carefully how to do this – this may include critiquing their own experiences of being students.

I began then, and therefore within this article, with commenting about some general points. I then went on to look at how we include learning and supervision within a programme, how we weave different elements together, then selection of students, contracting with them including some comments about multi-parties and dual relationships, and evaluating students at different stages, and I then finished with a few general comments about research and access to publications.

Some General Comments

income – it may be different in some countries but my experience and those of many colleagues internationally is that you make less money being a PTSTA/TSTA – especially when you factor in your own costs for supervision, keeping up to date, etc.– and usually the time to contribute to the TA community – we do it because it is such a fantastic learning opportunity.

I cannot stress enough that the programme needs to be designed for **people who want to attain CTA!** If you have previous experiences of teaching TA, such as to clients, managers, parents, or anyone else who is interested in applying TA to develop themselves, you need to shift your focus because now you are going to be teaching people who wish to become practitioners. They are going to become helping professionals and you are teaching them how to work with clients. Typically during the early stages of training they may also be learning a lot about themselves, but this needs to be related to how it impacts on the way they work with clients.

Having said that the primary purpose of the programme will be to equip people to become CTA, you can of course include **other optional qualifications**. The South Asian Association for TA has a SAATA Diploma and Advanced Diploma, the Institute of Developmental TA has a range of options that include a Certificate and Diploma, plus some options for managers who wish to use TA in their managerial role; they also have a qualification for practitioners who are qualified in non-TA approaches and wish to check out that they are adding TA competently to their range of options. There are other alternative qualifications available in various places – the key point to check is how they relate to the international qualification of CTA.

It is also necessary to consider **which field or fields** are being targeted – PTSTAs can teach and supervise in any field but can only sponsor in their own field, unless they get an exception.

It is unethical to let students do too much or stay too long in training for an inappropriate field for them – the key is that they are able to get application hours and gets supervision of appropriate application, from a suitably competent supervisor. I am always disappointed when a student comes to me and says they have already done two or three years of training in TA psychotherapy and they have only just found out that there are other fields of application available to them – some of this will be them discounting but it also indicates that some trainers have not put enough effort into making sure that their students are on an appropriate programme.

There seem to be some fairly wide variations in **how long** a CTA programme lasts. Many years ago the average was about 4 years, although this has lengthened as the training has become increasingly academic. The contract for CTA lasts for five years and I am told that the expectation in Germany, for instance, is that it will take seven, with the first three years being used to get a basic certificate. On the other hand, I run an MSc alongside the CTA; universities expect an MSc to take 2 or 3 years but I run with an initial year before that – in this way the requirements in terms of competence, and hours of training, application and supervision, are the same for the MSc and the CTA.

Trainings vary in terms of whether it is a **closed or open group**. There are pros and cons for each – for example, a closed group may maximise learning about self due to increased openness but it may not match the students application experience, especially if they are organisational and are likely to be working with groups who change membership – I also ran psychotherapy groups within prisons and it was impossible to have a closed group. An open group may lead to more 'interesting' dynamics, and build participant skills in dealing with whatever comes up. It is worth thinking about the rationale that is often given for running a closed group because the students are going to be running closed therapy groups; this ignores the fact that they are students who are learning TA in order to get qualifications whereas the members of the therapy groups they run will generally have a very different motivation for attending. Also, if the group gets too close to being a closed therapy group, it may interfere with students' ability to learn – and they do need to learn the TA theory as well as practising their skills.

In addition to open or closed, there is also a decision to be made about whether your programme is for students all on the **same level or for mixed levels.** If they are all at the same level, it may make it easier for you to do the teaching on the basis that they are all learning the same things at the same time. However, this will not prevent the situation where some students do far more reading and self-study than others, and some are just quicker at learning. If you run a programme with mixed levels, you will probably need to explain that we all need to revisit the same TA concepts more than once – when we learned them the first time we are usually applying them to ourselves; when we hear about them again we are thinking about what that means in terms of analysing other people; and when we learned them for the third time we are thinking about how we are using them with our clients; and if we are still around on the training for the fourth time, we are most interested in considering how we will demonstrate our competent application of what we are learning when we take our TA exams.

When we come to consider our **syllabus or curriculum**, there are only so many different TA concepts but there are many varying perspectives and the concepts may well be used differently in different fields. As you will presumably be teaching students in the same field that you have qualified in yourself, you will have a view of which topics will be the most relevant as well as how you will ensure that the students know how to apply those concepts in their professional work. Beware though of teaching only what your trainers taught you – new ideas are being added all the time so you need to keep up with the TA journals and new books.

The programme also needs to cover **more than TA theory** – students need to learn about professional practice, all underpinned with self-awareness and the need to identify and deal with our own issues insofar as they affect our practice. Our participants are going to be their own professional 'equipment' when they are with clients, so they need to know how that equipment works and how to best maintain it in good working order. Likewise, when we are the trainer we are also the 'equipment' so we need to ensure that we are presenting a positive parallel process.

In addition to learning TA theory, students may well need help to learn how to learn, and particularly how to prepare for and get the most out of supervision

Finally, beware of the TA trap about student autonomy – there is a difference between **discounting versus not knowing** something. There is a reason why those on TA committees dealing with qualifications are expected to recuse themselves from voting; think about when you were a trainee – you were not best placed to know what you needed to learn.

Models of Learning

(Thorsten Geck had already run a fascinating session on learning so the following are a few additional comments only)

There is much written about **pedagogy versus andragogy**, with the emphasis on letting adults learn for themselves. However, it may not be possible for people to self reflect and come up with the theories that Berne spent a lifetime producing.

There is a common misunderstanding about Kolb (1984) and the non-TA concept of the **learning cycle**. It is often presented as if we learn best by going around the cycle – this ignores the fact that each of us may prefer to dwell within our own preferred learning style. It may help participants, therefore, to have this explained to them so that they can better manage their own learning. Also, because individual preferences will vary, it is better to design a training programme where you begin at different points in the learning cycle at different times, so that those with different preferred styles all experience sometimes that their style is catered to first.

We can link Kolb styles to **drivers**: activists are Try Hard and will be the ones who volunteer to do the role-plays; reflectors are Please People and like to talk and hear what other people think; theorists are Be Perfect and may come across as challenging you because they ask academic style questions and want 'proper' theories; pragmatists are Be Strong and would prefer you to tell them what they are supposed to do, and expect you to have done the job yourself. Hurry Ups just want to get it all done as quickly as possible. We need to include something for each driver so that we invite our students to move into the healthier working style where their sense of okayness does not depend on driver behaviour.

Beware the **conscious/unconscious competence** model (for which, by the way, no real reference is known). In TA terms we never want to reach unconscious competence – we always want to be aware and analysing.

Particularly useful TA authors about the teaching/learning process are Giles Barrow (2009) and Trudi Newton (1999, 2014). Trudi in particular has great ideas about learning imagoes and how these reflect different learning styles.

A final point from me about teaching – beware of the teacher as guru! When people are taught TA, it often has a major impact on them. It is easy then to think that the trainer who taught you is somehow superhuman or very special. After I attended a TA 101 (many, many years ago!) I put the trainer into a special slot psychologically – it took a long time for me to be able to move on from that and relate to that trainer as a normal human being complete with faults.

Supervision

(Chitra Ravi had already run a fascinating session on supervision so the following are a few additional comments only)

When do you expect your students to **begin practising** – are they already practising and adding TA to their existing non-TA toolbox – how do you decide when they are ready?

This ties into how you 'select' students – we will look at this more in a minute under evaluation of students.

How do you **plan supervision** within the programme – will it be group supervision or supervision in the group? My experience has been that group supervision, when this means supervision by the group, may be used as a sabotage and put me into a guru position. Supervision (of one supervisee) within the group setting can be followed by process reviews, which makes learning for more people possible, the sharing of their personal reactions may help them and the supervisee, e.g. through identifying parallel process. Running a process review with your students also means that you are role modelling that you do not get everything right – and when they pick up on what you have discounted, you get to demonstrate to them that I'm OK, You're OK still applies and none of us are perfect!

You need to decide what you will plan and what you will tell students about **one-to-one supervisions** – arrangements, costs.

You will also need to tell them about **peer supervision/intervision** – and how these hours get logged separately as they do not count towards the supervision requirements from P/TSTAs.

Some of you probably already know my ideas about supervision –that I contract in terms of the **three Rs'** (which in English is a joke because it is what children are meant to learn at school and only one of the words begins with an R – reading, (w)riting and (a)rithmatic). For supervision they stand for results (realistic within 20 minutes?), relationship (let's agree how best we can work together), and responsibility (I will do the best supervision I can and you are responsible for what you subsequently decide to do with your client).

By the way, I believe that the **20 minute timing** of a supervision session that is often worked to within TA came from Robert and Mary Goulding and was based on how much they thought someone could absorb in 20 minutes.

Marco Mazzetti (2013) received an Eric Berne Memorial Award (EBMA) for his article about supervision. However, Graham Barnes (1977) had said most of it in 1977 but that book is out of print – get it if you can - it has excellent content about a lot of things.

Weaving a program together

How do you weave together a programme with all of the necessary elements? How much time will you allocate to the various elements:

For **starting sessions**, icebreakers, etc, beware of students sharing what is going wrong in their lives as this can leave them in a very un-resourceful state for any learning. In English we talk about someone 'getting our goat' when something is annoying us - counselling trainer Gerard Egan used to suggest to his students that they leave their goats outside the room – if they really wanted them back they could collect them on their way out of the end of the training.

A particular area of interest for me is how much time is set aside **for closing sessions**

– and what gets included. I want my students to go away feeling that it has been time well spent and they have learned a lot. I do not want them to leave the training feeling sad because of the TA myth that we must always grieve after we have had a good time.

Obviously students need to learn TA theory and potentially some **non-TA theories**; although the latter might be brought by the students, they will still need help to learn how to weave non-TA together with TA.

They need to know enough non-TA theory so that they can talk credibly with non-TA professionals – e.g. I needed to know management theories for my organisational work; in the UK I was required to have a 20 day mental health placement with a psychiatrist for my CTA psychotherapy.

They need to learn about **professional practice and ethics** – on a day-to-day basis, about the norms of the profession, as well as about ethical codes. This is another area where we need to beware of the TA focus on autonomy, permission and support – you may sometimes need to 'forbid' unethical behaviour in order to protect clients and to protect the reputation of TA.

If you include **time to 'practice'** by providing therapy (or coaching, etc) to other students, keep in mind that this is not the same as working with a real client – real clients are not on the same training course, have not necessarily learned any TA, are not keeping in mind that the therapist is being observed by other students and possibly by the trainer . . . .   As an alternative, it can be very enlightening to have students 'become' one of their own clients and have another student be the practitioner

Most programs will include some time for supervision – you have options for supervision by the group, supervision by the PTSTA, or cascade supervision – and I have already mentioned the benefits of process reviews.

How much time will you include for **developing student self-awareness**, identifying issues - this may not need separate time as it is likely to come up as they are learning, through when they are practising with other students, when they are having supervision, through their own reactions during someone else's supervision, through their interactions with other students.

How much time for **action planning**, for students to think/talk about how they will use what they have been learning when they are with clients?

What will you tell students about **how much additional time** they are expected to spend outside the times when they are in workshops - not just in one-to-one supervision and maybe peer supervision, but also for reading, writing essays, preparing presentations, the very time-consuming process of selecting recordings and producing transcripts, and eventually preparing for exams.

Selection of students

The first student I took on as a contracted trainee turned out to have issues that could not be resolved; I learned the hard way that being too keen to sign up as student was not a good idea. It may be okay to let anyone join our programme as a sort of casual attendee but we need to **check out potential script issues** before we give someone the status of being able to advertise themselves as in formal TA training.

We also need to make sure that we **do not reinforce injunctions** by accepting students who are then going to fail/not succeed, or not trust, or not be close.

Think also about **drivers.** I still remember how my original sponsor smiled when I asked how quickly I could get the qualification – it took me a few months to realise I had Hurry Up driver. Beware of students who are still engaged on other training programs – you may be encouraging their Try Hard driver – and they are likely to be ignoring just how much time it takes outside of attendance at workshops.

CTA is at Masters level in terms of the **academic requirements** so we need to make sure that students have the intellectual capacity – this does not mean that they must have a degree but if they do not have something equivalent, we may need to ask them to produce an essay or something else that shows they have the necessary academic ability – or we may need to plan how they can get extra support.

There is sometimes a misunderstanding that a student must have done **a TA 101** before they can join an ongoing TA program. This is not actually the case – the requirement is that they must have completed a TA 101 before they can take the CTA exam. It makes sense, therefore, to encourage students to do a TA 101 early in their training but that is mainly because it is boring to do it later when you already know a lot of TA. They will in any case learn all of the TA concepts during the first year of a programme anyway – the main advantage of having done the TA 101 is that they will be familiar with the TA jargon – but they could get this familiarity through reading or they may already have it because they have learned TA somewhere else.

Keep in mind that the 'rules' allow people to claim TA 101 completion if they do the open book exam – and that only requires that they have read one TA book. It is certainly not any indication that someone has a good knowledge of TA.

Contracting with students

The contract with students is **always multi-party** – the student, the PTSTA, the sponsor if not the same PTSTA, the ITAA or EATA, and where relevant a national or regional association. Once the student is practising, there is also an implicit contract with the clients of the student.

When you set up a training programme, ensure that you have full **control of the professional level** – you are the one who has been endorsed by ITAA/EATA to provide the training and supervision – you also need full control of any advertising or marketing - so be careful if you have a contract with an organisation that handles the management or administration, provides the venue, etc. – this needs to be a very clear administrative/business contract.

If you plan to bring in **other trainers and supervisors**, again there is a multi-party contract – in addition to the administrative and professional levels being clarified between them, you and the students, you may need to think about the psychological level – how might another trainer be seen in the student imagoes, what might it do to their understanding of the responsible, effective and psychological leader?

What do you need to include in the contract with the student that makes it clear that you allow/**encourage them to go elsewhere** also, to attend events with other trainers and to get supervision from other supervisors?

(Since I presented this information in January, I have seen a statement by IBOC that students should be attending an ongoing programme so that they cover a full curriculum, and that attending sessions at workshops, including those pre-and post-conference, cannot be counted towards their CTA training hours requirements. I think that this is a very parental policy that discourages student autonomy, and discounts the ability of students and sponsors to ensure that they have covered the full range of theory needed for their professional activity. I also think that it risks giving the impression that it is better to learn TA theory from a trainer who has read about it in a book rather than hearing it

from the originator at a conference. I am hoping that the policy will be reviewed in August 2018 and rescinded.)

Confidentiality needs to be contracted for very clearly – what goes on in the training room must stay in the training room:

- as part of their training as practitioners, students need also to understand how they must keep their own information about clients securely;
- we can recommend students to anonymise clients whenever they share but students will inevitably learn about each other's personal and work circumstances and that makes confidentiality of what they share even more important;
- a tip – I tell students that if they think they recognise another student' s client e.g. from the voice on the tape, they should approach the other student afterwards and state the name of who they think it is – that way the other student can confirm that it is not who they think or, if the identification is correct they can both then work out how they want to handle the situation, and particularly how to avoid any strange interactions if the other student is likely to be in contact directly with the client;
- I have some written guidelines that I issue to students and require their agreement - feel free to email me on julie@juliehay.org if you would like to see a copy.

Dual relationships – in the early years there were no options but for the TA trainer/supervisor to do everything; there were not enough qualified TA people around to be able to keep therapy separate. Nowadays we need to pay a lot more attention to dual relationships and there are different opinions within the TA community – you have to come to your own conclusions.

There is a somewhat artificial distinction in TA between psychotherapy and counselling – based on deconfusion versus decontamination – also, if we are teaching someone we need them to feel comfortable about sharing their issues with us – on the other hand, some therapy issues may require a much deeper and longer relationship with the therapist than can be provided within a training programme.

Evaluation of students

I have already mentioned about how you evaluate who you might accept onto your programme.

In the ITAA/EATA Handbooks (updated 2018/ 2017 respectively) are shown the **competencies** that are required for the different fields of TA. I will tell you a secret – they are all the same! In the appendix is the final result when I have combined them; I have also mapped these across various university competencies/learning outcomes and non-TA professional associations. Again, email me if you want to know more.

There is a parallel process on a TEW and how those attending will be **evaluating** their future students, in terms of how to evaluate/analyse their interactions when they are present at workshops and in supervisions. However, these interactions are taking place with colleagues rather than demonstrating the competencies required of a practitioner. We need to be careful about how we use such evidence – getting along well with other students may not have any relevance to how they are with a client, they may be regressing during a learning situation to bad experiences at school and this may not impact on them at all when with clients, etc.

Another important distinction is about how we evaluate students to **progress to the next year** – are we looking at their competence with clients or are we considering how well they are learning, how they join in, do they do their homeworks?

Because I run a rolling programme, I do not need to do this kind of evaluation; students **can continue coming to training events** and producing submissions (based on their practice) whenever they are ready. The only constraint is that they can only be awarded the certificate, diploma and MSc after they have successfully been assessed, by two of my colleagues, for the level before.

It is different again when we need to **evaluate student readiness to take the exam.** Probably the easy part here is to evaluate the competencies! What is not so easy is to work out whether they will be able to exhibit enough 'exam technique'. I covered this in a previous article that appeared in the IDTA Newsletter in June 2017 http://bit.ly/IDTAJun17

Some final thoughts

Nowadays it is important that we pay attention to **research** - within the UK, for example, psychotherapy students are required to include their response to the question about research for the Part D in the written exam.

Research is the only way we will **convince other professionals** that TA is respectable – in the UK we have real problems because those engaged in CBT did lots of research and that has now been recognised by the government – which has meant that anyone not using CBT starts at a definite disadvantage in terms of any public funding.

Be aware that research has a wide range of methodologies – it is about much more than quantitative research – our normal TA practice is actually a form of research called **critical ethnography** - we consider a situation, we hypothesise about what is happening, we take some action, we see what happens, we amend our hypothesis accordingly, take some action, and repeat this process until we reach an endpoint.

EATA launched a research journal eight years ago – IJTAR, just renamed **IJTARP** – it is freely accessible to everyone so you need to encourage your students to sign up – and you too. It is now including practice articles as well – the last issue had the translations into English of 2 French papers, plus an English translation of a summary of a German Handbook about some significant research done there to follow up on how students experience their training. Future plans include that a group of French TSTAs will be sharing papers from their research conferences, and we are going to be publishing some translations from Portuguese of TA papers published in South America.

(Again, since I presented this session in January, there have been some significant changes regarding IJTARP. The reaction of EATA Council to the change in name and content, in line with a previous council decision, led me to resign as Editor.)

Mentioning IJTARP reminds me to tell you – or remind you – that there is now a **student membership of ITAA** that is no longer restricted to full-time degree students. This had meant that those studying non-TA subjects could use it but mature part-time TA students studying at Masters level for CTA could not. I am pleased that I was able to influence ITAA to make this new student category available to anyone who is undertaking regular TA training, as confirmed by a PTSTA or TSTA - so we have avoided the trap of pushing people into signing their student contract too early. I am also pleased that the TAlent system of giving discounts to those in economically-disadvantaged areas of the world, a policy that I introduced when I was ITAA President, is now being applied to the student membership fees. The current full fee is US$90.

Until a recent special issue devoted to research, the ***Transactional Analysis Journal*** did not actually publish many well conducted research studies but access to it means that students can go back to the original source documents by all the famous TA people as well as keeping up-to-date with what is being written about now (at least by those authors who are willing to allow the publishers to take over their ownership of copyright – I prefer to publish in open access publications such as this one so that I retain ownership and anyone can have free access to what has been written).

Mentioning publications also reminds me to point out that some of you will need to check out the correct way of **referencing** because your students should be doing this for their written exams – you can see how this is done by looking at either of the journals. Look also at how to do quotations within the text – it makes it so much easier for readers and assessors when this is done correctly.

A last point – something that some of you may be familiar with because I developed it further during a multi-level learning workshop in India. When we are teaching a TA concept – and when you have to do your TA 101 teach during your TSTA exam, you need to include certain things so it is a good idea to start practicing now:

1. digest – overview of key points that are coming
2. definition – with proper reference(s) -who wrote it
3. diagram – if there is one
4. description – explanation
5. demonstration – example(s)
6. do with it – how apply it - as individual and/or as practitioner
7. danger – warning, protection about using
8. digest – again – to summarise key points

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Appendix: TA Competencies for All Fields

Personal Attributes

1. Demonstrates a commitment to the philosophy of TA in such qualities as a belief in the capacity of the individual to take responsibility for themselves, understanding an individual's way of being, and responding to an individual's ability to grow and change
2. Maintains and models OKness through respect, awareness, reliability, professionalism and integrity
3. Has sufficient insight into own frame of reference to ensure adequate openness and transparency in relationship with clients

4. Has the ability to seek help appropriately and use it effectively
5. Recognises own personal and professional strengths and limitations and those of the situation and responds accordingly
6. Demonstrates self-reflective practice, congruence, the ability to listen and a willingness to learn, grow and change
7. Has a willingness to be available for ethically intimate contact including the practice of appropriate self-disclosure
8. Applies intuition and creativity appropriately

Professional Context

1. Understands socio-economic and political realities, frames of reference, systems and cultures, and how these influence individuals and vice versa
2. Relates on micro and macro levels, from individuals to whole client systems, and is able to analyse the whole as well as the parts
3. Knows the ITAA/EATA Codes of Ethics and those of local associations
4. Demonstrates ethical and professional competence in practice, including working within the legal requirements and other specific criteria relating to their field of application of TA in the country of practice
5. Is able to discuss ethical and unethical behaviour and the use and potential abuse of the practitioner's role
6. Shows an awareness of and the ability to work with the ambiguities of boundary issues
7. Has an adequate assessment of their own competencies and referral possibilities
8. Can locate TA within the wider professional field
9. Can describe their own vision of their professional field, how this correlates with TA, and how they promote this in different settings

Theory

1. Can articulate an understanding of the basic theories of TA as described in the major TA texts, including structural analysis, transactional analysis, game, racket and script analysis, and child development
2. Can describe the application of aspects of all major TA approaches, including the differences and similarities of these approaches
3. Demonstrates a working familiarity with a range of TA concepts that are of particular relevance to their specific area of practice
4. Demonstrates awareness of recent theoretical developments in TA and an understanding of the practical applications
5. Can explain how non-TA theories in their own field of practice can be contrasted and used alongside or instead of TA

Relationship

1. Establishes a relationship of mutual respect that models caring, empathy, congruence, warmth and openness and promotes empowerment and autonomy
2. Behaves in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the impact on the relationship of these differences
3. Demonstrates an understanding of the importance of the relationship in effecting change, its nature and its difference from other relationships
4. Shows empathic sensitivity and understanding of the client(s) and the ability to communicate this in such a way that the client feels understood
5. Exhibits a capacity to understand another person's phenomenology and bracket his/her own frame of reference without losing contact with his/her own separate experience
6. Displays ability to self-reflect and to use this self-awareness in appropriate self-disclosure
7. Demonstrates an understanding of developmental issues, transference and counter transference phenomena, and the ability to use transactional analysis to address these appropriately
8. Demonstrates potency, protection, and permission and show an understanding of their importance

Contracting

1. Is familiar with transactional analysis contractual work and knows how to apply it professionally
2. Works on the basis of a contract and is capable of updating the contract as necessary
3. Has the capacity to negotiate with a client or client system to arrive at a shared understanding of the work to be undertaken and to formulate an appropriate contract
4. Is able to explain the concept of the transactional analysis contract in the context of a specific problem
5. Can establish appropriate contracts for different settings with individuals and groups
6. Is familiar with the theory of three (or more) sided contracts and when these apply
7. Determines who is/are the relevant person (s) and/or authorities to contract with
8. Is familiar with the different levels of contracting (administrative, professional, psychological) and takes these into account
9. Is familiar with the legal basis for contracts specific to the country of practice
10. Evaluates the contract during and at the end of the process together with the client

Analysing & Assessing

1. Applies a comprehensive system of assessment and diagnosis based on TA to analyse the situation
2. Shows an understanding of non-TA diagnostic systems used in the professional field in the country of practice
3. Is capable of using the collected data to formulate a resource-oriented definition of the problem and communicates it clearly to the client or client-system
4. Takes into account, respects and understands the socio-cultural and other influences
5. Realistically assesses the potential for development and change in the client and/or client system
6. Identifies the key requirements of the individual(s) or organisation to ensure appropriate choice of interventions
7. Makes meaning of a client's experiences using standard TA concepts in a way that maintains the I'm OK - You're OK attitude
8. Shows an awareness of and has the ability to respond to risk and harm factors for self, client and others
9. Assists the client in recognising and naming their own or the client system's or organisation's self-limiting patterns of thinking, feeling, and behaving and in deciding whether or not change is desired

Designing &Planning

1. Conceptualises, using TA theory, in order to develop an overall plan based on the particular issues to be addressed and in line with the agreed contract
2. Accurately identifies and plans to apply a range of options for interventions with client and/or client system
3. Is able to apply transactional analysis theory and skills as well as being familiar with some other approaches
4. Plans interventions to promote autonomy, when working with the client or client system
5. Identifies existing resources in the client and client system and plans so as to utilise and integrate them into the process
6. Has working knowledge of other local resources in the community which could be of support to the client or to which the client could be referred
7. Demonstrates awareness of different styles and plans accordingly
8. Demonstrates awareness of different stages to be encountered and plans accordingly.
9. Identifies possible pitfalls and problems and generates realistic options for dealing with them

Implementation

1. Demonstrates the application and integration of TA concepts in practice
2. Pays attention to factors which create a

safe climate for the work, including taking into account constraints due to environmental, social and cultural issues

3. Is anti-discriminatory in their practice and promotes this in ways which are consistent with their role, legislation and the situation
4. Recognises and responds appropriately to games, discounts, crossed and ulterior transactions, and invitations to symbiosis
5. Shows the capacity to make accurate phenomenological observations of clients and to use these as a basis for choices of interventions
6. Gives permission, protection and strokes for clients to think, challenge, question, grow and change
7. Protects clients from harm and refers clients to other professionals where this is indicated
8. Can provide a rationale for specific interventions in terms of appropriateness and timeliness
9. Shows the ability to evaluate the effect of an intervention as it is made and uses that information to update hypotheses and subsequent interventions
10. Recognises and assesses script issues as they arise within the session and addresses them appropriately in line with the contract

Evaluation

1. Has clear criteria and uses them to undertake continual processes of evaluation of their own practice
2. Identifies what needs to be evaluated in their work with clients and client systems and plans how to collect the relevant information
3. Identifies ways of evaluating interventions and the rationale for their selection
4. Checks for patterns and trends in the way they work as well as evaluating their work with specific clients and client systems
5. Uses supervision to increase their self-awareness and professional competence
6. Demonstrates a commitment to ongoing personal and professional development such that interventions are not affected by script decisions
7. Is willing to accept feedback, confront personal issues and undertake personal therapy when indicated, in the process of becoming and continuing as a TA professional
8. Is aware of debates in their field concerning evaluation and quality improvement
9. Is familiar with research methodologies and can critique their own work and the findings of others